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| **Halifax County Schools Elementary School Lesson Plan** | | | | | | | | | | | | | | | | |
| Subject: Math | **Teacher:** | | | | | | | **Grade Level:**  5th Grade | | | **Date(s):1st Six Weeks**  **Week2: September 5-9, 2016** | | | | | |
| **North Carolina Standard Course of Study**  *Standards:*  *(Common Core & Essential Standards)* | **(\*Indicates heavily weighted standards)**  **\*5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.  **\*5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.  **\*5.NBT.5** Fluently multiply multi-digit whole numbers using the standard algorithm.  **\*5.NBT.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | | | | | | | **I Can Statements /Learning Targets** (I can……..) | | | **Post I can questions in the classroom.**  \*I can explain patterns when multiplying a number by powers of 10.  **5.NBT.2**  \*I can explain patterns when a decimal is multiplied or divided by a  power of 10. **5.NBT.2**\* I can multiply multi-digit whole numbers. **5.NBT.5**  \* I can divide four-digit dividends by two-digit divisors. **5.NBT.6** | | | | | |
| **Technology Standards & Resources:** | | | 5.SI.1 Apply criteria to determine appropriate information resources for specific topics and purposes.  SMARTboard Technology: Notebook software, internet | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | **Post Essential Questions in the classroom.**  **5.NBT.1** How can I know the value of digits as it relates to place value?  What is the rule for multiplying decimals by 10, 100, or 1000? **5.NBT.2** What is the relationship between place value and powers of ten? **5.NBT.5** How do you use an algorithm to multiply whole numbers? **5.NBT.6** What strategies can you use to divide numbers up to 4-digit dividends and two-digit divisors? | | | | | | | **Higher Order Thinking/Revised Blooms:**(Questions that will enable students to find connections or extend learning.) | | | How will knowing how to compute multi digit numbers with decimals connect to my life?  How might the world be different without decimals?  How do you utilize decimals in your everyday life?  How might the world be different without multiplication and division?  How do you utilize multiplication/division in your everyday life? | | | | | |
| **Vocabulary:**  Academic/Content | **5.NBT.1** decimal • decimal point • place value • tenths • hundredths • thousandths **5.NBT.2** exponent • power of 10 • tenths• hundredths • thousandths **5.NBT.5** algorithm • area model • array • factor • product • whole numbers • multiplication **5.NBT.6** algorithm • whole numbers • equations •array • dividend • divisor •quotient  **Printable Math Vocabulary Cards** [http://www.graniteschools.org/depart/teachinglearning/curriculuminstruction/math/Pages/MathematicsVocabulary.aspx](http://www.graniteschools.org/depart/teachinglearning/curriculuminstruction/math/Pages/MathematicsVocabulary.aspx%20%20%20%20)  **Additional Vocabulary Options-**Vocabulary words posted on math word wall \*Varied methods of teaching vocabulary **Examples: 1. Foldables** (graphic organizer with folded paper): <http://foldables.wikispaces.com/Foldables> **2. Graphic Organizers:**  <http://www.cobbk12.org/Cheathamhill/LFS%20Update/Graphic%20Organizers.htm> | | | | | | | **Resources:**  *Everyday Math*: Teacher Editions, Skills Link Book, Math Masters (teacher resource book), Math Student Reference Book (textbook) | | | **Wikispaces/Math Websites:**  <http://maccss.ncdpi.wikispaces.net/file/view/CCSSMathTasks-Grade5.pdf/375611936/CCSSMathTasks-Grade5.pdf>  <http://3-5cctask.ncdpi.wikispaces.net>  <https://grade5commoncoremath.wikispaces.hcpss.org/>  <http://www.commoncoresheets.com/>    [http://www.mrmaffesoli.com](http://www.mrmaffesoli.com   )  <http://www.ixl.com/standards/common-core/math/grade-5>  <http://www.mathgoodies.com/standards/alignments/grade5.html> | | | | | |
| **Standards for Mathematical Practices**  Highlight the practices you will use this week. | 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 2. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 5.Use appropriate tools strategically. 3. Attend to precision. 7 .Look for and make use of structure. 8. Look for and express regularity in repeated reasoning | | | | | | | | | | | | | | | |
| **Mental Math and Reflexes** | **Monday**  Everyday Math Teacher Edition  Vol.1 p. 81 | | | **Tuesday**  Everyday Math Teacher Edition  Vol.1 p. 121 | | | **Wednesday**  Everyday Math Teacher Edition  Vol.1 p. 127 | | | **Thursday**  Everyday Math Teacher Edition  Vol.1 p.179 | | | | | **Friday**  Everyday Math Teacher Edition  Vol.1 p. 200 | |
| Daily Whole Class-oral or writing activity  Encourage students to practice math skills mentally. Level 1 (easy), 2 (medium) and 3(difficult) indicate level of difficulty. | Develop a Fact Review Routine  **Level 1** 7\*3= 21 7\*30=210  70\*30=2,100  **Level 2**  4\*10 4\*60=240  40\*60=2,400  **Level 3** 10[8s] 80 90 [8s] 720 | | | Develop a Fact Review Routine  **Level 1** 3\*8= 24 3\*80=240  30\*80=2,400  **Level 2** 6\*5=30 60\*5=300  60\*50= 3,000  **Level 3** 7\*9=63 70\*9=630  70\*90=6,300 | | | Develop a Fact Review Routine  **Level 1** 6\*3=18 6\*30=180  60\*30=1,800  **Level 2** 8\*7-56 8\*70=560  80\*70=5,600  **Level 3**8\*5=40 80\*4=400  80\*50= 40,000 | | | Develop a Fact Review Routine  **Level 1** 70 [6s] 420 70[60s] 4,200  70 [600s] 42,000  **Level 2** 50[9s] 450 50[90s] 4,500  50[900s] 45,000  **Level 3** 80 [4s] 320 80[40s] 3,200  80[400s] 32,000 | | | | | Develop a Fact Review Routine  **Level 1** 7\*8=56 70\*8=560  70\*80=5,600  **Level 2** 42÷7=6 420÷7=60 4,200÷7=600  **Level 3** 560÷70=8 5,600÷700=8 56,000÷7,000=8 | |
| **Monday – Holiday Labor Day** | | | | | | | | | | | | | | | | |
| **Tuesday**  **Subject Integration:**  **ELA**  *Speaking/Listening*  5.SL.1, 5.SL.2a  5.SL.3, 5.SL.4  5.SL.6  *Writing-*5.W.2  *ReadingInformational*  *Text-*5.RI.7  Everyday Math Student Reference Textbook p.30  **Literature Link:**  **Place Value**  Sir Cumference and the All the King's Tens by Cindy Neuschwander  Sir Cumference and All the King's Tens | **Whole Group 5.NBT.1**  **Pretesting- 3.OA.1, 3.OA.7, 4. NBT.5-Skills Needed to master 5.NBT.5**  **3.OA.2, 3.OA.7, 4. NBT.6 -Skills Needed to master 5.NBT.5**  (Assess students-Resource:<https://grade5commoncoremath.wikispaces.hcpss.org/>)  **1. Mental Math and Reflexes-** Lead the students in mental math daily.  **2. Introduce Vocabulary-**The teacher will teach the vocabulary words and definitions.(present via Microsoft PowerPoint or create a vocabulary game via -<http://quizlet.com/> or <http://www.bigiqkids.com/SpellingVocabulary/Lessons/wordlist.html>  (or use additional vocabulary options as posted in vocabulary section)  **3.Teacher Input-**The teacher will teach concept of place value by presenting the concepts with a media presentation (Learn Zillion has a PowerPoint for this lesson) or written examples on the board. **Teacher Demonstration:** Introduce lesson with an ***Essential Question***- How can I know the value of digits as it relates to place value? Teach students place value relationships-In a multi digit number, a digit in one place represents 10 times and much as it represents –10 times and much as it represents in the place to its right, 1/10 of what it represents in the place to its left. **Students will view:** Learn Zillion- *Video Title*: Use base ten blocks to understand how place value decreases with each shift to the right in a multi-digit number*Website*-<https://learnzillion.com/lessons/2599-use-base-ten-blocks-to-understand-how-place-value-decreases-with-each-shift-to-the-right-in-a-multidigit-number>  **4.Guided Practice & Independent Practice**  a) *Whole group-*The teacher will engage students in discussion about the video, followed by whole group/partner practice work. Use this website to practice basic skills of the standard- <http://www.ixl.com/standards/common-core/math/grade-5>  *b) Independent Work-* Students will have an opportunity to practice math skills.*(See resources in the independent work section*.)  **5. Solving Word Problems-Math Notebook Journals**(select at least 1 a day)  **Resources:** ClassScape, Schoolnet or 5th Grade Formative Assessment-  (website-[http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4](http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4%20%20)  \*click on the standard 5.NBT.1 to view word problem) \*Review Problem Solving Strategies \* Students will: a) select a strategy b) solve the problem with an equation and a complete sentence c) Students will explain, prove/defend, and provide a conclusion statement for their answer(s) | | | | | | | | **Small Group**  \*Review procedures, rules and expectations for daily math workstations  **Guided Math Groups**  The teacher will begin meeting with students (4-6 per group). Teacher will meet with at least 2 groups a day. Teach or review a math standard based on data. (i.e. pretest, MAP data, weekly assessment data)  **Resources:** Select based on needs or see Resource Sections Independent work Section  **Spiral Standards:**  4.NBT.4, 4.NBT.5  **Group 1:**  **Low:Students Need Remediation**  Math Standard:  \*Name Students  **Group 2**  **Medium: Need Practice**  Math Standard:  \*Name Students  **Group 3:**  **High: Students Need Rigor and Enrichment**  Math Standard:  \*Name Students | | | | | **Independent Work**   * **Resources**-print activities from these websites or display the assignment on the SMARTboard for students to practice. * Read directions and complete at least 1 problem with the students and then allow them opportunities to practice independently   <http://www.commoncoresheets.com/Math/Decimals/Finding%20Value%20with%20Decimals/1.pdf>  <http://www.mrmaffesoli.com/Printables/5NBT1/index.html>  **Interactive Math Games (Independent or Whole Group)**  <http://www.abcya.com/place_value_hockey.htm>  <http://mrnussbaum.com/placevaluepirates/>  <http://www.math-play.com/place-value-games.html>  <http://www.henryanker.com/5th_Activities.html> | | |
| **Wednesday**  **Subject Integration:**  **ELA**  *Speaking/Listening*  5.SL.1, 5.SL.2a  5.SL.3, 5.SL.4  5.SL.6  *Writing-*5.W.2  *ReadingInformational*  *Text-*5.RI.7  Everyday Math Student Reference Textbook p.30  **Literature Link:**  **Power of Ten-Place Value**  On Beyond a Million: An Amazing Math Journey by [David M. Schwartz](http://www.scholastic.com/teachers/bookwizard/books-by/david-m-schwartz), illustrated by [Paul Meisel](http://www.scholastic.com/teachers/bookwizard/books-by/paul-meisel)On Beyond a Million | **Whole Group5.NBT.2**  **1. Mental Math and Reflexes-** Lead the students in mental math daily.  **2. Vocabulary-** The teacher will teach the vocabulary words and definitions.(present via Microsoft PowerPoint or create a vocabulary game via -<http://quizlet.com/> or <http://www.bigiqkids.com/SpellingVocabulary/Lessons/wordlist.html> (or use additional vocabulary options as posted in vocabulary section)  **3.Teacher Input-**The teacher will teach the concept of patterns of place value with placement of a decimal point by presenting the concepts with a media presentation (Learn Zillion has a PowerPoint for this lesson) or written examples on the board.  **Teacher Demonstration:**  Introduce lesson with an ***Essential Question***-What is the relationship between place value and powers of ten? Explain to students the patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.**Students will view:** Learn Zillion-*Video Title-* Explain patterns in the placement of the decimal point when a decimal is multiplied by a power of 10 *Website-*[https://learnzillion.com/lessons/ 2762-explain-patterns-in-the-placement-of-the-decimal-point-when-a-decimal-is-multiplied-by-a-power-of-10](https://learnzillion.com/lessons/%202762-explain-patterns-in-the-placement-of-the-decimal-point-when-a-decimal-is-multiplied-by-a-power-of-10)  **4.Guided Practice & Independent Practice**  a) *Whole group-*The teacher will engage students in discussion about the video, followed by whole group/partner practice work. Use this website to practice basic skills of the standard- <http://www.ixl.com/standards/common-core/math/grade-5>  *b) Independent Work-* Students will have an opportunity to practice math skills.*(See resources in the independent work section*.)  **5. Solving Word Problems-Math Notebook Journals**(select at least 1 a day)  **Resources:** ClassScape, Schoolnet or 5th Grade Formative Assessment- (website-[http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4](http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4%20) \*click on the standard 5.NBT.1 to view word problem)\*Review Problem Solving Strategies \* Students will: a) select a strategy b) solve the problem with an equation and a complete sentence c) Students will explain, prove/defend, and provide a conclusion statement for their answer(s) | | | | | | | | **Small Group**  \*Review procedures, rules and expectations for daily math workstations.  **Guided Math Groups**  Teacher will meet with at least 2 groups a day. Teach or review a math standard(s) based on needs and data. .  **Resources:**Select based on needs or see Resource Sections Independent work Section  **Spiral Standards:**  4.NBT.4, 4.NBT.5  **Group 1:**  **Low: Students Need Remediation**  Math Standard:  \*Name Students  **Group 2**  **Medium: Need Practice**  Math Standard:  \*Name Students  **Group 3:**  **High: Students Need Rigor and Enrichment**  Math Standard:  \*Name Students | | | | | **Independent Work**   * **Resources**-print activities from these websites or display the assignment on the SMARTboard for students to practice. * Read directions and complete at least 1 problem with the students and then allow them opportunities to practice independently   <http://www.commoncoresheets.com/Math/Decimals/Finding%20Value%20with%20Decimals/1.pdf>  <http://www.mrmaffesoli.com/Printables/5NBT1/index.html>  **Interactive Math Games (Independent or Whole Group)**  <http://www.abcya.com/place_value_hockey.htm>  <http://mrnussbaum.com/placevaluepirates/>  <http://www.math-play.com/place-value-games.html>  <http://www.henryanker.com/5th_Activities.html> | | |
| **Thursday**  **Subject Integration:**  **ELA**  *Speaking/Listening*  5.SL.1, 5.SL.2a  5.SL.3, 5.SL.4  5.SL.6  *Writing-*5.W.2  *ReadingInformational*  *Text-*5.RI.7  Everyday Math Student Reference Textbook  p. 10,18-20    **Literature Link:**  **Multiplication**  [The Hershey's Milk Chocolate Multiplication Book](http://www.scholastic.com/teachers/redirect_by_legacy?type=work&legacy_id=1161997)  by [Jerry Pallotta](http://www.scholastic.com/teachers/redirect_by_legacy?type=contributor&legacy_id=3671&cw=true), illustrated by [Rob Bolster](http://www.scholastic.com/teachers/redirect_by_legacy?type=contributor&legacy_id=2285&cw=true)  The Hershey's Milk Chocolate Multiplication Book | **Whole Group5.NBT.5**  **1. Mental Math and Reflexes-** Lead the students in mental math daily.  **2. Vocabulary-** The teacher will teach the vocabulary words and definitions.(present via Microsoft PowerPoint orcreate a vocabulary game via -<http://quizlet.com/> or <http://www.bigiqkids.com/SpellingVocabulary/Lessons/wordlist.html> (or use additional vocabulary options as posted in vocabulary section)  **3.Teacher Input-**The teacher will teach the concept of multi digit multiplication by with a media presentation (<https://www.khanacademy.org/math/cc-fourth-grade-math/cc-4th-mult-div-topic>) or written examples on the board. **Teacher Demonstration:** Introduce lesson with an ***Essential Question***- How do you use an algorithm to multiply whole numbers? Teach students to fluently multiply multi-digit whole numbers using the standard algorithm.\*Practice multiplication facts. Use different algorithms and processes. *Resource to teach concept*: <http://everydaymath.uchicago.edu/teaching-topics/computation/> Videos for teaching multiplication algorithms \*The teacher will teach students the concept of multi digit multiplication and the procedural steps of how to compute it. **Teacher Resource:** Everyday MathTeacher Addition p. 127-128 Lattice Method  **4.Guided Practice & Independent Practice**  a) *Whole group-*The teacher will engage students in discussion about the skill followed by whole group/partner practice work . Use this website to practice basic skills of the standard- <http://www.ixl.com/standards/common-core/math/grade-5>  *b) Independent Work-* Students will have an opportunity to practice math skills.*(See resources in the independent work section*.)  **5. Solving Word Problems-Math Notebook Journals** (select at least 1 a day)  **Resources:** ClassScape, Schoolnet or 5th Grade Formative Assessment- (website- <http://3-5cctask.ncdpi.wikispaces.net/5.NBT.5-5.NBT.7> \*click on the standard 5.NBT.5 to view word problem) \*Review Problem Solving Strategies \* Students will: a) select a strategy b) solve the problem with an equation and a complete sentence c) Students will explain, prove/defend, and provide a conclusion statement for their answer(s) | | | | | | | | **Small Group**  \*Review procedures, rules and expectations for daily math workstations.  **Guided Math Groups**  Teacher will meet with at least 2 groups a day. Teach or review a math standard(s) based on needs and data.  **Resources:**Select based on needs or see Resource Sections Independent work Section  **Spiral Standards:**  4.NBT.4, 4.NBT.5  **Group 1:**  **Low: Students Need Remediation**  Math Standard:  \*Name Students  **Group 2**  **Medium: Need Practice**  Math Standard:  \*Name Students  **Group 3:**  **High: Students Need Rigor and Enrichment**  Math Standard:  \*Name Students | | | | | **Independent Work**  **Textbook-**Student reference Book-Informational reading. Students can practice in the Check Your Understanding portion of the page- p.20  **Independent Work**   * **Resources**-print activities from these websites or display the assignment on the SMARTboard for students to practice. * Read directions and complete at least 1 problems with the students and then allow them opportunities to practice independently   <http://www.commoncoresheets.com/Multiplication.php>  <http://www.mrmaffesoli.com/Printables/5NBT5/index.html>  **Interactive Games (Independent or Whole Group)**  <http://mrnussbaum.com/draggablemain/index2/>  <http://www.prongo.com/math/multiplication.html>  <http://www.multiplication.com/games>  <http://www.henryanker.com/5th_Activities.html> | | |
| **Friday**  **Subject Integration:**  **ELA**  *Speaking/Listening*  5.SL.1, 5.SL.2a  5.SL.3, 5.SL.4  5.SL.6  *Writing-*5.W.2  *ReadingInformational*  *Text-*5.RI.7  Everyday Math Student Reference Textbook  p. 11, 21-24  **Literature Link:**  **Division**  One Hundred Hungry Antsby ElinorPinczes and Bonnie Mackain  One Hundred Hungry Ants | **Whole Group5.NBT.6**  **1. Mental Math and Reflexes-** Lead the students in mental math daily. **2. Vocabulary-** The teacher will teach the vocabulary words and definitions.(present via Microsoft PowerPoint orcreate a vocabulary game via -<http://quizlet.com/> or <http://www.bigiqkids.com/SpellingVocabulary/Lessons/wordlist.html> (or use additional vocabulary options as posted in vocabulary section)  **3.Teacher Input-**The teacher will teach concept of multi digit division by presenting the concepts with a media presentation (<https://www.khanacademy.org/math/cc-fourth-grade-math/cc-4th-mult-div-topic>) or written examples on the board.  **Teacher Demonstration:** Introduce lesson with an ***Essential Question***-What strategies can you use to divide numbers up to 4-digit dividends and two-digit divisors? Teach students how to find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models*.\*Start with 2 digit divisor and dividends*  *Resource to teach the concept of division:* <https://www.khanacademy.org/math/cc-fifth-grade-math/cc-5th-arith-operations>*\* This resource is interactive-Students can solve the problems on the SMARTboard.*  **4.Guided Practice & Independent Practice**  a) *Whole group-*The teacher will engage students in discussion about the video, followed by whole group/partner practice work. Use this website to practice basic skills of the standard- [http://mrnussbaum.com/draggablemain/index2/](http://mrnussbaum.com/draggablemain/index2/%20) This game allows students to practice operation with multi digits.  *b) Independent Work-* Students will have an opportunity to practice math skills.*(See resources in the independent work section*.)  **5. Solving Word Problems-Math Notebook Journals**(select at least 1 a day)  **Resources:** ClassScape, Schoolnet or 5th Grade Formative Assessment- (website-  <http://3-5cctask.ncdpi.wikispaces.net/5.NBT.5-5.NBT.7> \*click on the standard 5.NBT.6 to view word problem) \*Review Problem Solving Strategies \* Students will: a) select a strategy b) solve the problem with an equation and a complete sentence c) Students will explain, prove/defend, and provide a conclusion statement for their answer(s)  **Formative Assessment Tasks**  <http://3-5cctask.ncdpi.wikispaces.net/5.NBT.5-5.NBT.7>  \*Whole Group or Independent  \*Students will solve on paper or on dry erase boards | | | | | | | | **Small Group**  \*Review procedures, rules and expectations for daily math workstations.  **Guided Math Groups**  Teacher will meet with at least 2 groups a day. Teach or review a math standard(s) based on needs and data.  **Resources:**Select based on needs or see Resource Sections Independent work Section  **Spiral Standards:**  4.NBT.4, 4.NBT.5  **Group 1:**  **Low: Students Need Remediation**  Math Standard:  \*Name Students  **Group 2**  **Medium: Need Practice**  Math Standard:  \*Name Students  **Group 3:**  **High: Students Need Rigor and Enrichment**  Math Standard:  \*Name Students | | | | | **Independent Work**   * **Resources**-print activities from these websites or display the assignment on the SMARTboard for students to practice. * Read directions and complete at least 1 problems with the students and then allow them opportunities to practice independently   <http://www.commoncoresheets.com/Division.php>  <http://www.mrmaffesoli.com/Printables/5NBT6/index.html>  **Interactive Math Games (Independent or Whole Group)**  <http://mrnussbaum.com/draggablemain/index2/>  <http://www.sheppardsoftware.com/mathgames/fruitshoot/fruitshoot_division.htm>  <http://www.mathplayground.com/ASB_DemolitionDivision.html>  <http://www.mathplayground.com/ASB_DragRaceDivision.html>  <http://www.henryanker.com/5th_Activities.html>  **5.NBT.1 & 5.NBT 2 and 5.NBT.5 & 5.NBT 6 Assessment**  Students can take the assessment paper –pencil or with technology via Schoolnet or ClassScape. | | |
| **Math Workstations** | | **Math with My Teacher**  Students attend this rotation during small group | **Math by Myself**  *Examples:Project Based Learning, Math Drills-flash cards, activity cards/sheets* | | | **Math with Someone**  *Examples: Bingo, Math Drills- flash cards, Math Board Games*  **\*Resource for Games** \*Everyday Math Student Reference Book\*  <http://maccss.ncdpi.wikispaces.net/file/view/5thgrade_GAMES_3.31.14.pdf/499871788/5thgrade_GAMES_3.31.14.pdf> | | | | | | **Math Vocabulary/ Writing**  *Examples: Vocabulary Terms, Graphic Organizers, Writing Steps to Solve Problems, Matching* | | | | **Math with Technology**  *Examples: iPad Apps, computer programs, Math Game Websites, Learning Odyssey, Study Island, etc.* |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | | | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities: | | | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | | | |